

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Dr. Abbie Suzanne Oliver

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Sprunica Elementary School

(As it should appear in the official records)

School Mailing Address 3611 Sprunica Road

(If address is P.O. Box, also include street address.)

City Nineveh State IN Zip Code+4 (9 digits total) 46164-9369

County Brown State School Code Number* 0585

Telephone 812-988-6625 Fax 812-988-0940

Web site/URL http://www.brownco.k12.in.us/sprunica/ E-mail aoliver@brownco.k12.in.us

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____
(Principal's Signature)

Name of Superintendent*Mr. David Shaffer E-mail: dshaffer@brownco.k12.in.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Brown County School Corporation Tel. 812-988-6601

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____
(Superintendent's Signature)

Name of School Board
President/Chairperson Ms. Carol Bowden
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____
(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 4 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 6 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city
 - ☐ Suburban with characteristics typical of an urban area
 - ☐ Suburban
 - ☐ Small city or town in a rural area
 - ☒ Rural
3. 8 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	19	14	33
K	28	37	65
1	26	23	49
2	28	24	52
3	25	26	51
4	29	29	58
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	155	153	308

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 0 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 95 % White
 - 2 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 12%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	13
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	17
(3) Total of all transferred students [sum of rows (1) and (2)]	30
(4) Total number of students in the school as of October 1	258
(5) Total transferred students in row (3) divided by total students in row (4)	0.116
(6) Amount in row (5) multiplied by 100	12

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 63 %
 Total number students who qualify: 193

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 29 %
88 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

3 Autism	0 Orthopedic Impairment
0 Deafness	5 Other Health Impaired
0 Deaf-Blindness	23 Specific Learning Disability
6 Emotional Disturbance	37 Speech or Language Impairment
4 Hearing Impairment	0 Traumatic Brain Injury
0 Mental Retardation	0 Visual Impairment Including Blindness
1 Multiple Disabilities	9 Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	13
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	3
Paraprofessionals	12
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 24:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	97%	96%	95%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No X

If yes, select the year in which your school received the award.

PART III – SUMMARY

The Sprunica Elementary School vision statement is: Sprunica Elementary will prepare students to achieve success through quality instruction. The school's mission statements is: Sprunica Elementary School provides a safe and supportive learning environment with high expectations effectively meeting the needs of our students and helping them reach their individual academic goals. Our school's educational philosophy is as follows: Sprunica Elementary school is guided by the conviction that every student has the right to a quality education. Responsibility for this provision rests with the school's community including, faculty, staff, students, and families. The focal point of interest in the school is the student. All resources are utilized to provide ongoing opportunities for each student to develop personally, academically, mentally, physically, and socially. Sprunica Elementary School strives to appreciate the individuality of all students as their development as life-long learners. Sprunica Elementary is located in South Central Indiana in beautiful Brown County, Indiana. The Sprunica Elementary staff is privileged to serve 308 preschool to fourth grade children each day. The free and reduced rate at the school is 63%.

The Sprunica Community includes diverse family configurations. The Sprunica area is rural and houses tend to be widely scattered with a limited availability of quality and affordable housing. All students have access to a bus route. Some students ride a bus for up to an hour each way. Brown County Schools provides a safe and supportive learning environment with high expectations effectively meeting the needs of our students and helping them reach their individual academic goals. The parents and community members at Sprunica are very supportive of the school and its mission. Our Parent-Teacher Organization (PTO) supports our students and teachers in our community. The PTO is highly active and offers family events each month. The PTO works closely with the teachers and principal to support school activities. Sprunica Elementary provides a wholesome atmosphere and makes a great place for families. Sprunica is the home of amazing teachers, support staff, students and parents. The teachers work hard to plan each lesson aligned with the state standards. When selecting new teachers the principal is careful in her selection and tries to hire dual licensed teachers when the opportunity is available. The hiring of any staff member is one of the most important duties the principal has. The staff is friendly with high academic and behavioral expectations. The kitchen staff provides two nutritious meals each day for students and the custodial staff keeps the school spotless. The students and staff make the school a fun and exciting place to be each day. Sprunica Elementary School is a special place. ISTEP+ scores have gradually increased each year since 2008-2009. In 2008-2009 the ISTEP+ scores at Sprunica Elementary School were 53.1 each year the scores increased by approximately 7.84% ending in 2013-2014 with a total pass rate of 92.3%. In order to meet the needs of our Sprunica children effectively the master schedule and teaching assignments have been adjusted yearly. The master schedule is driven by mathematics. Teaching assignments are matched to teacher subject area strengths. Over the years, supplementary instructional resources have been purchased by the school to support teaching and learning in reading and math K-4. When you walk into Sprunica Elementary School, you immediately feel the high expectations, teacher quality and spirit of excellence!

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The data trend for the Sprunica Elementary School state assessment (ISTEP+) passing rate has steadily increased over the past six years. The state's passing rate and the school's passing rate is as follows: 2007/2008 IN 65.8% and SES 65%, 2008-2009 IN 64.4% and SES 53.1, 2009-2010 IN 69.3% and SES 68.9%, 2010/2011 IN 71.3% and SES 74.7%, 2011/2012 IN 72.4% and SES 85.6%, 2012-2013 IN 73.7% and SES 92.3%. Brown County Schools has set a benchmark goal of achieving a 90% pass rate or above on the state standardized test. Each year for the past seven years Sprunica has steadily increased their average pass rate. The goal for Sprunica Elementary School is to sustain scores of 90% or higher. This is not only a principal led goal but one which has huge teacher buy in.

The climate and culture of Sprunica Elementary is defined by a desire for excellence. Sprunica staff member expect excellence from each another every day! Over the past five years Sprunica Elementary School has steadily increased its ISTEP+ scores in math and reading. It was a district initiative to move our reading and writing to a workshop model. Many teachers were trained in New York at Columbia University. Ongoing professional development in this area has taken place over the past five years consisting of the following: professional text purchased for all teachers, school wide book studies, literacy instructional coach within the building, common planning time, and district/building collaborations. Starting in third grade teachers teach specific subjects only, this allows them to become experts within their specific subject area. In the area of mathematics Sprunica Elementary has based its school wide master schedule around math instruction. The following professional development has taken place over the past five years: school wide supplementary resources have been purchased, a school wide math instructional coach has been utilized to assist with math development, and school wide book studies. The math instructional time for grades three and higher has been increased from 60 minutes a day to 90 minutes per day.

Teachers have been strategically assigned to teach specific subject matter based on their strengths and interests. Each year the master schedule has been adjusted to meet the needs of our students. Protecting class time is very important to the Sprunica principal and the teachers. All field trips for grades three and higher take place after the state wide testing windows are closed. Our Special Education students are progress monitored using curriculum-based measures every two weeks to ensure they are making steady and adequate progress. For students in grades third and higher a remediation and acceleration block of time is offered each week and targets specific students in need of specific skills. The school offers flexible groupings in the area of math and language guided by skill level. Many grade level teachers share a common grade book, so students can move between teachers to be observed and assessed as needed. Over the past several years Sprunica Elementary School has had a Math Fact Challenge for grades K-6 to address memorization of basic facts. Each grade level has a mastery benchmark for math facts that students must achieve in order to attend the Math Fact Challenge celebration. Students who do not make the challenge practice their math facts in the classroom while the other students attend the Math Fact Challenge celebration. Each year the school has increased technological capacity allowing for individual students to work on iPads and laptop computers focusing on specific math and reading needs.

2. Using Assessment Results:

Sprunica Elementary School uses a variety of assessment data to support and drive instruction. The summative assessment provided by the state of Indiana, ISTEP+, is given in the spring each year. Sprunica uses a variety of assessments throughout the school year including universal screenings and individual assessments such as reading inventories. Benchmark assessments are conducted three times per year with students in grades K-4 in the areas of reading and math. Some of the assessments are given as a whole group while others are administered individually to capture critical skill levels. In general, there is a significant amount of 1/1 formative assessment of all students at Sprunica Elementary. Teachers strive to assess their children each day in a meaningful way. Teachers that teach the same course have their grade books organized the same way. The categories for all teachers in the building are reflected in the grade

book as classwork, other assessment and homework. All data is used to assess student performance and drives adjustments to instruction. Sprunica Elementary School holds monthly team meetings with parents, teachers, the building principal and other specialists to discuss student progress when it becomes a concern. Longitudinal data is used to reflect on the strengths and needs of all students to identify the need for remediation and acceleration.

These school wide practices across all areas have closed the achievement gap for a significant number of children over the past 5 years. Building level discussions of state and local district assessments as well as school wide and class level formative assessments inform professional learning needs for teachers. We discuss as a school how we can be proactive to address concerns of children entering a new grade level and make adjustments as necessary to meet their individual needs. All teachers have access to the data on students since we operate as a building wide system. Several teachers tutor children after school to support them academically. Teachers in kindergarten often tutor children in third grade. Providing these teachers with the access they need to adequately support the children they are working with is critical. All of the data we collect at Sprunica Elementary School is shared with parents by parent conferences, mail, phone call communications and electronic platforms. If we are going to test our children we need to utilize the data to support them in the classroom.

3. Sharing Lessons Learned:

Sprunica Elementary School has an open door policy. Schools from within and outside Brown County visit the school to learn about innovative practices for closing the achievement gap at the elementary level. School visits are of mutual benefit. Visiting educators learn from observing and debriefing with Sprunica staff, while they in turn gain great insights from their visitors as well. Teachers at Sprunica also visit one another's classrooms regularly. The spirit of sharing through watching and learning from colleagues is felt throughout the school. Brown County Schools Central Administration holds two Leadership meetings per month. This is a time when principals, directors, community leaders, the Assistant Superintendent and Superintendent describe successes and relate concerns about specific issues as well as learn together about important topics. Principals share building level and classroom level successes and collaboratively problem solve potential solutions for issues of concern. Most recently, teacher evaluation has been discussed in detail. Sprunica teachers welcome others to visit their classrooms and provide constructive feedback that will help them refine their skills as teachers and in turn impact the academic growth of their students. Sprunica Elementary School sends home a monthly newsletter that is also shared with every building leader within district. The monthly newsletter is very extensive and offers a great magnitude of information about current and upcoming school events. The school website is kept updated and utilized to communicate with "the world" about great happenings at the school. The school welcomes student teachers and field experience students each semester from state funded and private universities. The building principal has served on a Big Ten university task force on teacher education, as an invited guest on public radio, as a source of information area newspapers, and held question/answer sessions at the request of local realtors. Professionally, the building principal is a District 9 member and part of the state principal's association. All of these strategies for learning through sharing have helped Sprunica Elementary School develop their love for trying new ideas and finding those that work!

4. Engaging Families and Community:

The school has utilized numerous strategies in order to include families and community members to ensure student success. The school has a great working relationship with many different community agencies, groups and clubs. The Literacy Coalition brings in a group of outside tutors to work individually with children each week. The school has good working relationships with many of the local churches. Offering an open line of communication with school and local church leaders has assisted Sprunica Elementary with its success. The churches provide many school supplies, clothing, tutoring, dinners for staff and assistance with the children as needed. It is critical to have a good working relationship with parents of the children. Parent teacher meetings take place weekly in addition to many parent-teacher contacts. The building principal accompanied by a teacher or counselor makes home visits as necessary to ensure parents stay connected. The Sprunica PTO is very active and offers many family events. The events vary from cleaning

up trash along the roadway from Sprunica (Adopt a Road), movie nights, fiesta book fair nights, science nights, grandparent nights and much more. The Sprunica Elementary website is updated several times per week to keep parents/community members informed and the school newsletters are sent home each month from the office. Classroom teachers send home newsletter specific to their child's classroom weekly. The teachers and principal stay well connected with parents by getting to know them and caring for their children deeply. Parents of Sprunica Elementary know they are welcome to come to the school and meet with teachers and the principal at any time. If parents lose contact we do our very best to reconnect them by visiting the home. The teachers and building principal send home positive notes, emails and make telephone contact with parents when their child is excelling and doing well. It takes extra work and effort to stay connect with the many different community members and parents but it is all for the children at Sprunica Elementary School.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Sprunica Elementary School's core curriculum addresses learning standards in reading/ELA, mathematics, science, social studies, visual/performing arts, PE/nutrition/health, and technology. The Indiana Academic Standards are the foundation for all instructional planning and implementation of unit and lesson plans across each subject. We post the learning standards in each classroom. We use the learning standards to purchase materials from vendors and develop local assessments for instruction. We use the assessment guidance documents provided by the Indiana Department of Education to prioritize the critical standards to be taught within each unit. We require each teacher to state the standards they are teaching in each lesson daily. Our formative assessments are aligned with the standards for each area. Unit and lesson plans are designed and evaluated to value differentiation as well as acceleration. It is critical that all students are served and challenged each day.

Assessments are used and developed to assess progress toward achievement of state standards each week. Supplementary materials and resources are purchased to support instruction and the learning needs of students. Teachers and the building principal participate in after school professional learning sessions in the form of book studies (Marilynn Burns/Math Solutions), instructional technology demos, literacy groups, improvement committee activities, advisory group meetings, grade level meetings, staff meetings and much more. The Sprunica Elementary master schedule is designed around the school's curricular priorities. Math continues to be an area of focus, therefore it drives the current master schedule. The facility addresses the curriculum by offering a beautiful school that is clean, updated and inviting to learners. Each classroom is equipped with a Brightlink 455 projector, document camera, computers, telephone, a stations of IPADS and mobile computer labs. The classrooms are equipped with tables versus desks to support collaborative work among students, a classroom rug for gathering during mini-lessons, and plenty of community supplies. Movement around the classroom is valued during learning, so rooms need space and only contain what teachers and students use. The school STEM Lab supports the curriculum by offering a state of the art instructional space to engage students and parents in the area of science, technology, engineering and mathematics. This space is utilized all day every day. Sprunica Elementary School offers: Math Bowl, Spell Bowl, Science Bowl, Science Fair, Spelling Bee, Geography Bee, Art to Remember, Partnership with the Indianapolis Opera (children perform), Birds of a Feather (Bird Club) and History Day. Children are encouraged and supported to attend these various clubs and bowls. The school offers music, art and physical education to every single child in the building preschool-grade 4. The building principal makes it a priority through fundraiser and utilizing allocated money appropriately for supplementary supplies needed to support the curriculum and individual needs of children. The data then drives the master schedule, grade levels, specific subjects and individual children to ensure success for all.

2. Reading/English:

Sprunica Elementary School believes in a balanced literacy approach to reading and writing instruction. Many teachers and the principal have been trained through the Columbia University Teacher's College Reading and Writing Project (TCRWP). For several years the district and the school were in partnership with the TCRWP which meant that literacy coaches from the project provided embedded professional development. As teachers became experts in the methods and routines of workshop teaching, we continued our own professional development in house. Teachers continue to learn from each other and attend training closer to home. Each classroom contains a leveled library within the class where students shop for books each week at their specific reading level. Children select high interest books at their independent and instructional reading levels. Each classroom K-4 incorporates a 90 minute reading block for reading instruction. Students that struggle receive additional support through Title I and Special Education. Intervention is designed to meet the individual needs of students following analysis of multiple reading inventories. Reading behaviors are noticed and recorded. Those missing are intentionally taught through carefully scaffolded direct instruction in very small groups by highly qualified teachers and paraprofessionals. Each teacher at Sprunica Elementary School is highly qualified and is driven to assist children to reach their maximum academic potential. For students who struggle, teachers have access to a

research-based intervention system that is designed bring their reading to grade level. All children are included in whole-group reading instruction.

As mentioned earlier, students who need additional support receive it from their classroom teacher, support personnel, a Title I teacher, or other type of interventionist. Some children with Individual Education Plans receive additional instructional time. Classroom instruction is not replaced. The child receives additional opportunities to practice and review concepts taught outside of the scheduled classroom time. The state of Indiana requires schools to have an Indiana Reading Plan. This plan outlines some key requirements for K-3 reading instruction including integration of a research-based approach to whole-group reading instruction approved by the state. Every child in grade 3 has the same reading/writing teacher as well as every child in grade 4. This allows the teachers to become experts in a specific area of instruction. Since our building uses the balanced literacy approach we do not have to ability group in the area of reading. Students are able to read at their just right reading level in any classroom as well as experience on grade level texts. This is our first year to offer preschool sessions at Sprunica Elementary School. Students who are ready to begin shopping for just right books and taking them home for practice are doing that in the preschool classroom.

3. Mathematics:

Sprunica Elementary School has access to the district adopted math texts K-4. In addition, each classroom utilizes the same supplementary resources K-4. After reviewing our data in math instruction we learned our children needed more practice with their math facts. Therefore we purchased a supplementary resource K-4 to support their math facts. Each month the principal offers a Math Fact Challenge and every classroom K-4 participates. If children meet the challenge they attend a Math Fact Challenge Celebration. Students who do not meet the challenge remain in whatever class they are in (reading, art, science etc.) and practice their math facts for 30 minutes. This program has been in place for three years. The data once again drove us to make some changes in the area of math at grade 3 and 4. Our district requirement is 60 minutes of math instruction and Sprunica Elementary School provides 90 minutes of math instruction to grade 3 and 4. The teacher that teaches math to students in grade 3 and 4 only teaches math all day. This allows her to loop with the children from grade 3 to 4 and really focus on their math abilities and needs. We have a building level math coach that supports all teachers in the area of math PK-4. This teacher finds supplemental resources for specific classrooms and led a book study for all teachers. Each teacher keeps their classroom website updated weekly. Each website offers different websites for students to practice math facts outside of school. The building website that is updated weekly by the building principal and the teacher websites offer information specific to math. Each classroom teacher sends out a weekly newsletter in print sharing what has been worked on in the area of math and what is going to be their upcoming focus in math. Again, this is building wide PK-4. Students in grades 2-4 are ability grouped for math instruction. These groups are flexible and students are able to move from group to group as each unit changes and students are assessed. Teachers share a common grade book which allows this flexibility. Students who need additional support in the area of math often receive supplementary math instruction following the regular class session. After school tutoring is offered for children in grades 3 and 4 that were not able to meet the state assessment benchmark set. Students in grade 3 and 4 who excel in math are able to participate on the school's Math Bowl team that competes each year. Math Bowl students practice their math problems after school and have taken difficult problems home to conquer.

4. Additional Curriculum Area:

Sprunica Elementary School has made science a recent focus and improved instruction and facilities. Science is an area that allows to students to explore concepts and apply many skills. During culminating activities, students are able to show the skills they have learned during inquiry based lessons. The school district re-purposed a portion of the school facility and built a STEM lab. This facility is state of the art! Administrators from surrounding schools have visited Sprunica to experience it first-hand. The facility is utilized all day long each period by students in grades K-4. Sprunica Elementary School has one dedicated teacher serving as a specialist to work with the students in the area of science. The students love working the STEM lab and putting all skills acquired to work. Students in grades 3 and 4 participate in the state Science Bowl competition. They stay after school to practice their science skills a few days a week. This is

Sprunica Elementary School's first year to offer preschool services in the building. Prior to this school year, preschool services were limited to Early Childhood Special Education services and were delivered in a central location in the county. Today, children eligible for free Early Childhood Special Education services student travel by bus to their neighborhood school. All other children who attend the program are transported by their family and participate for a fee. The program is set up to meet the educational needs of all students participating. The preschool curriculum is organized into thematic units. Integrating all skills into one thematic unit by month is a flexible option when trying to meet the range of student needs. Preschool teachers use the Indiana Foundations and the Indiana Department of Education's Birth to Three Reading Framework as the basis for organizing their literacy units and lessons. In reviewing a preschool teacher's lesson plans, one notices skills aligned to the Indiana Foundations and Indiana Department of Education Birth to Three Reading Framework, similarly to how Grade K-3 teachers refer to the Indiana Academic Standards. Preschool utilizes two rooms in the building. The classroom is equipped with two restrooms, books, tables, and a Brightlink 455 projector. The second classroom is considered a sensory room. All children utilize this classroom as well. The room is equipped with a slide, tricycles, kitchen, sand table and many other items to support sensory and motor skill needs. The classrooms are staffed with a highly qualified teacher and three para professionals. The preschool program is held to the same high expectations for teaching and learning as the Grade K-4 program.

5. Instructional Methods:

Sprunica Elementary School provides differentiated instruction in each classroom using a workshop model. Teachers deliver the teaching point for their lessons within a mini-lesson format lasting about 10 -15 minutes in duration. All children, including those with disabilities, are included in classroom mini-lesson for each subject each day. Students that require additional support receive it during the classroom mini lesson from a specialized teacher or support staff member. Teachers provide and deliver instruction in a variety of ways: whole group, small group and individual instruction based on student need. Lessons are scaffolded to meet the needs of all children. The teacher evaluation tool supports assessment of the ability to deliver differentiated instruction. Teacher effectiveness is rated in part with respect to that skill set. Our approach to reading instruction supports the struggling and advanced reader within each individual classroom. Teachers in grades PK-4 utilize ability groupings when it is academically sound. This provides an opportunity for a child just learning letter names and sounds to develop the alphabetic principle while a student already reading with a degree of fluency moves on to reading just-right leveled books. Teachers have access to many supplementary resources to support children that struggle or require more specialized direct instruction. Each para professional in the building is given a daily plan which outlines what is needed as determined by the special education teacher. The special education department has been assigned several iPad devices which are housed in the department and used daily by students. Mobile labs are utilized to give students guided access to the internet for various activities including basic math, reading, and grammar skills. The general education and special education teachers work collaboratively to meet the needs of children within totally inclusive classroom settings. Lesson plans are designed to meet all learners and adjusted when necessary. Assignments and assessments are modified up or down to meet the needs of all learners. Each classroom is equipped with a Brightlink 455 projector that is used daily within each classroom. This is a great way to capture the students' attention and draw them in. The teacher co-plans with their grade level partner or subject matter partner regularly. The master schedule is set up to allow for common planning time. We conference on individual students each week to ensure we are meeting the needs of each child. Students that are identified or considered at risk are progress monitored every two weeks. This data is also shared with each individual parent. Many teachers tutor after school to also meet the needs of children that struggle along with the Community Literacy Coalition.

6. Professional Development:

All professional development that takes place at Sprunica Elementary School supports the school's improvement goals and district initiatives (which also support the goals). Most professional development takes place within the school and district. The "in house" professional development requires building wide attendance as a means for impacting grade level practices, content knowledge, and skill development. Sprunica Elementary School has four instructional leaders directed toward the areas: math, literacy,

technology instruction and technology support. The instructional leaders attend various professional developments opportunities outside of the school once principal and superintendent approved to support improvement goals. Once teachers attend a professional development opportunity they share this information with the appropriate staff in the building. Typically professional texts are purchased during these types of visits. These texts are also shared with the appropriate staff members. The instructional leaders are able to take a professional day and go in and assist another teacher or observe and share ideas. Professional developments days are used for teachers to work together to provide a systemic planning and evaluating of current supplementary resources. Many after school professional development training sessions are offered to meet the needs of individual teachers. Book studies in the area of math, writing and reading have taken place within the building. After school sessions are offered regarding technology within the classroom and teachers are able to share various websites proven to be beneficial for student use. Some professional development opportunities are provided at the district level. For example, all preschool teachers take a professional day to gather and share input and work towards common assessments. This takes place at each level and subject matter. The key to professional development is to be sure the information is disseminated to the appropriate individuals. In addition, our district has four teacher contracted days throughout the school year where teachers work collaboratively and professional development is provided.

7. School Leadership

The Sprunica Elementary School principal has high level expectations from every staff member, child and parent in the school. The principal expects the same of herself. Excellence is expected at every level from every staff member. Where the bar is set is where individuals rise. The principal leads by example and analyzes each and every angle of the building at all times. The principal steps foot in every classroom each day and knows every single child in the building by name. Good working relationships are necessary to understand the staff, children and parents. Personal contact is made with parents in person (home visit), by meeting or on the telephone daily. The principal observes in classrooms regularly and is involved with decision making at all levels. Supporting staff by giving them the tools they need in order to be successful is imperative. The school is inviting and well kept. If something is not in working order the principal or staff reports it. The principal works with the instructional leaders, the special education department, grade levels and subject areas to have a thorough understanding of what is happening and needs to happen in these areas. One of the most important jobs of the school principal is to hire high quality employees at all levels and not be willing to settle. Evaluating staff and providing assistance to, "improve or move" is critical. The building principal sits in on every case conference and intervention meeting with parents which keeps the principal involved and able to facilitate changes in resources when necessary. The principal celebrates her staff, children and parents regularly by thanking them for a job well done. Being an educator is not easy and showing appreciation is necessary. The longevity of the principal, eight years, is a huge factor impacting the ability to lead change and see it through. The building principal attends after school meetings, district meetings and professional development to stay current with practices. Communicating with parents on a regular basis is important for buy-in and support. Each and every system/program is evaluated daily on its success or failure. The master schedule is overhauled each year in order to meet the needs of our Sprunica Elementary School children. In order for a school to show continuous improvement, taking stock regularly is necessary every step of the way. It is important to empower and embrace others to excel. A school cannot close the achievement gap by the building principal alone. It takes the ENTIRE school working together and holding each other accountable in order to achieve at a high level.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 3

Publisher: CTB/McGraw-Hill

Test: ISTEP+

Edition/Publication Year: 2009

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Pass+	55	49	40	18	14
Pass	87	98	87	80	73
Number of students tested	31	43	38	45	37
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	2	1	4	3	0
% of students tested with alternative assessment	6	2	10	6	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Pass+	56	36	38	15	18
Pass	89	86	75	74	71
Number of students tested	18	28	16	27	17
2. Students receiving Special Education					
Pass+	29	50	0	10	
Pass	86	100	100	60	
Number of students tested	7	8	2	10	
3. English Language Learner Students					
Pass+					
Pass					
Number of students tested					
4. Hispanic or Latino Students					
Pass+					
Pass					
Number of students tested					
5. African- American Students					
Pass+					
Pass					
Number of students tested					
6. Asian Students					
Pass+					
Pass					
Number of students tested					
7. American Indian or					

Alaska Native Students					
Pass+					
Pass					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Pass+					
Pass					
Number of students tested					
9. White Students					
Pass+	61	49	42	18	14
Pass	93	100	89	80	75
Number of students tested	28	41	36	45	36
10. Two or More Races identified Students					
Pass+					
Pass					
Number of students tested					
11. Other 1: Other 1					
Pass+					
Pass					
Number of students tested					
12. Other 2: Other 2					
Pass+					
Pass					
Number of students tested					
13. Other 3: Other 3					
Pass+					
Pass					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 4

Publisher: CTB/McGraw-Hill

Test: ISTEP+

Edition/Publication Year: 2009

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Pass+	53	19	14	11	11
Pass	95	83	75	61	62
Number of students tested	40	36	44	36	47
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1	3	4	0	0
% of students tested with alternative assessment	2	8	8	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Pass+	50	19	15	13	9
Pass	91	71	74	50	61
Number of students tested	22	21	27	16	23
2. Students receiving Special Education					
Pass+	50	0	0		13
Pass	100	67	50		40
Number of students tested	8	3	6		15
3. English Language Learner Students					
Pass+					
Pass					
Number of students tested					
4. Hispanic or Latino Students					
Pass+					
Pass					
Number of students tested					
5. African- American Students					
Pass+					
Pass					
Number of students tested					
6. Asian Students					
Pass+					
Pass					
Number of students tested					
7. American Indian or Alaska Native Students					
Pass+					
Pass					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Pass+					
Pass					
Number of students tested					
9. White Students					
Pass+	51	19	14	11	11
Pass	95	83	74	61	62
Number of students tested	39	36	43	36	45
10. Two or More Races identified Students					
Pass+					
Pass					
Number of students tested					
11. Other 1: Other 1					
Pass+					
Pass					
Number of students tested					
12. Other 2: Other 2					
Pass+					
Pass					
Number of students tested					
13. Other 3: Other 3					
Pass+					
Pass					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 5

Publisher: CTB/McGraw-Hill

Test: ISTEP+

Edition/Publication Year: 2009

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Pass+	30	31	24	26	4
Pass	92	95	81	68	77
Number of students tested	37	42	37	47	47
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	5	3	3	7	0
% of students tested with alternative assessment	12	7	7	13	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Pass+	26	28	22	22	0
Pass	84	92	78	70	72
Number of students tested	19	25	18	23	25
2. Students receiving Special Education					
Pass+	0	14	17	6	0
Pass	50	86	50	41	86
Number of students tested	4	7	6	17	14
3. English Language Learner Students					
Pass+					
Pass					
Number of students tested					
4. Hispanic or Latino Students					
Pass+					
Pass					
Number of students tested					
5. African- American Students					
Pass+					
Pass					
Number of students tested					
6. Asian Students					
Pass+					
Pass					
Number of students tested					
7. American Indian or Alaska Native Students					
Pass+					
Pass					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Pass+					
Pass					
Number of students tested					
9. White Students					
Pass+	32	32	25	26	4
Pass	91	95	83	67	76
Number of students tested	34	41	36	46	45
10. Two or More Races identified Students					
Pass+					
Pass					
Number of students tested					
11. Other 1: Other 1					
Pass+					
Pass					
Number of students tested					
12. Other 2: Other 2					
Pass+					
Pass					
Number of students tested					
13. Other 3: Other 3					
Pass+					
Pass					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 6

Publisher: CTB/McGraw-Hill

Test: ISTEP+

Edition/Publication Year: 2009

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Pass+	17	23	19	8	8
Pass	95	84	81	74	63
Number of students tested	42	44	42	50	49
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	5	2	9	6	0
% of students tested with alternative assessment	11	4	18	11	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Pass+	21	20	9	4	3
Pass	100	80	70	70	61
Number of students tested	19	20	23	27	31
2. Students receiving Special Education					
Pass+	0	0	0	0	0
Pass	100	70	56	61	50
Number of students tested	6	10	9	18	12
3. English Language Learner Students					
Pass+					
Pass					
Number of students tested					
4. Hispanic or Latino Students					
Pass+					
Pass					
Number of students tested					
5. African- American Students					
Pass+					
Pass					
Number of students tested					
6. Asian Students					
Pass+					
Pass					
Number of students tested					
7. American Indian or Alaska Native Students					
Pass+					
Pass					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Pass+					
Pass					
Number of students tested					
9. White Students					
Pass+	17	23	21	8	8
Pass	95	84	84	75	65
Number of students tested	42	43	38	48	48
10. Two or More Races identified Students					
Pass+					
Pass					
Number of students tested					
11. Other 1: Other 1					
Pass+					
Pass					
Number of students tested					
12. Other 2: Other 2					
Pass+					
Pass					
Number of students tested					
13. Other 3: Other 3					
Pass+					
Pass					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 3
Publisher: CTB/McGraw-Hill

Test: ISTEP+
Edition/Publication Year: 2009

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Pass+	21	21	11	9	11
Pass	93	95	95	78	73
Number of students tested	29	42	38	45	37
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	2	3	4	3	0
% of students tested with alternative assessment	6	7	10	6	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Pass+	11	17	6	11	6
Pass	89	92	88	67	53
Number of students tested	18	24	16	27	17
2. Students receiving Special Education					
Pass+	0	13	0	0	
Pass	86	75	100	50	
Number of students tested	7	8	2	10	
3. English Language Learner Students					
Pass+					
Pass					
Number of students tested					
4. Hispanic or Latino Students					
Pass+					
Pass					
Number of students tested					
5. African- American Students					
Pass+					
Pass					
Number of students tested					
6. Asian Students					
Pass+					
Pass					
Number of students tested					
7. American Indian or Alaska Native Students					
Pass+					
Pass					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Pass+					
Pass					
Number of students tested					
9. White Students					
Pass+	21	20	11	9	11
Pass	93	95	94	78	72
Number of students tested	28	41	36	45	36
10. Two or More Races identified Students					
Pass+					
Pass					
Number of students tested					
11. Other 1: Other 1					
Pass+					
Pass					
Number of students tested					
12. Other 2: Other 2					
Pass+					
Pass					
Number of students tested					
13. Other 3: Other 3					
Pass+					
Pass					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 4
Publisher: CTB/McGraw-Hill

Test: ISTEP+
Edition/Publication Year: 2009

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Pass+	30	24	11	14	13
Pass	95	95	100	83	72
Number of students tested	40	38	35	36	47
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1	3	4	0	0
% of students tested with alternative assessment	2	7	10	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Pass+	27	19	11	0	13
Pass	95	90	78	75	65
Number of students tested	22	21	27	16	23
2. Students receiving Special Education					
Pass+	25	0	0		7
Pass	88	67	50		47
Number of students tested	8	3	6		15
3. English Language Learner Students					
Pass+					
Pass					
Number of students tested					
4. Hispanic or Latino Students					
Pass+					
Pass					
Number of students tested					
5. African- American Students					
Pass+					
Pass					
Number of students tested					
6. Asian Students					
Pass+					
Pass					
Number of students tested					
7. American Indian or Alaska Native Students					
Pass+					
Pass					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Pass+					
Pass					
Number of students tested					
9. White Students					
Pass+	28	25	9	14	13
Pass	95	94	81	83	76
Number of students tested	39	36	43	36	45
10. Two or More Races identified Students					
Pass+					
Pass					
Number of students tested					
11. Other 1: Other 1					
Pass+					
Pass					
Number of students tested					
12. Other 2: Other 2					
Pass+					
Pass					
Number of students tested					
13. Other 3: Other 3					
Pass+					
Pass					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 5
Publisher: CTB/McGraw-Hill

Test: ISTEP+
Edition/Publication Year: 2009

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Pass+	22	19	19	13	2
Pass	89	79	73	68	60
Number of students tested	37	42	37	47	47
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	5	3	3	7	0
% of students tested with alternative assessment	12	7	7	13	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Pass+	11	16	22	9	0
Pass	79	76	78	70	48
Number of students tested	19	25	18	23	25
2. Students receiving Special Education					
Pass+	0	0	0	6	0
Pass	75	57	50	29	29
Number of students tested	4	7	6	17	14
3. English Language Learner Students					
Pass+					
Pass					
Number of students tested					
4. Hispanic or Latino Students					
Pass+					
Pass					
Number of students tested					
5. African- American Students					
Pass+					
Pass					
Number of students tested					
6. Asian Students					
Pass+					
Pass					
Number of students tested					
7. American Indian or Alaska Native Students					
Pass+					
Pass					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Pass+					
Pass					
Number of students tested					
9. White Students					
Pass+	21	20	19	13	2
Pass	88	78	75	67	58
Number of students tested	34	41	36	46	45
10. Two or More Races identified Students					
Pass+					
Pass					
Number of students tested					
11. Other 1: Other 1					
Pass+					
Pass					
Number of students tested					
12. Other 2: Other 2					
Pass+					
Pass					
Number of students tested					
13. Other 3: Other 3					
Pass+					
Pass					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 6
Publisher: CTB/McGraw-Hill

Test: ISTEP+
Edition/Publication Year: 2009

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Pass+	24	20	25	14	16
Pass	86	89	83	58	59
Number of students tested	42	44	40	50	49
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	5	2	9	6	0
% of students tested with alternative assessment	11	4	18	11	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Pass+	21	10	9	7	10
Pass	84	90	74	52	55
Number of students tested	19	20	23	27	31
2. Students receiving Special Education					
Pass+	0	0	11	11	0
Pass	50	70	44	33	25
Number of students tested	6	10	9	18	12
3. English Language Learner Students					
Pass+					
Pass					
Number of students tested					
4. Hispanic or Latino Students					
Pass+					
Pass					
Number of students tested					
5. African- American Students					
Pass+					
Pass					
Number of students tested					
6. Asian Students					
Pass+					
Pass					
Number of students tested					
7. American Indian or Alaska Native Students					
Pass+					
Pass					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Pass+					
Pass					
Number of students tested					
9. White Students					
Pass+	24	21	26	15	17
Pass	86	91	76	58	60
Number of students tested	42	43	38	48	48
10. Two or More Races identified Students					
Pass+					
Pass					
Number of students tested					
11. Other 1: Other 1					
Pass+					
Pass					
Number of students tested					
12. Other 2: Other 2					
Pass+					
Pass					
Number of students tested					
13. Other 3: Other 3					
Pass+					
Pass					
Number of students tested					

NOTES: